

WG Murdoch – Mr. Gray

Design Studies 8

September 2013 - January, 2014



These are the Essential Questions that will guide our learning for the duration of this course:

- Where do digital artists/designers get their ideas?*
- How do I effectively communicate and collaborate in the 21st Century?*
- What digital tools or strategies are most effective for a given job?*
- How do I effectively manage/solve design and technology problems?*
- What are my responsibilities when using a technology?*
- What are the essential components of a given technology, and what functions does each perform?*

The variety of ways information and media come into and out of our lives is significantly more diverse today than it was even five years ago. Today we are able to access and interact with information on so many different levels and senses that it is no longer just a matter of "putting your ideas down on paper". How we organize our ideas and present information is now just as important as the content itself. Students learn that when communicating a new "visual literacy" exists and there are best practices that if followed can lead to more effective communication.

The curriculum of design and attention to aesthetic has always been the property of the visual arts, however as so much of our media is now consumed and created electronically a new set of visual literacies have emerged. As students move between mediums they need to be aware of how their audience interacts with that medium and how to take advantage of this to strengthen their message or purpose for communication. This course will have students learn and design with the various new digital media that is available to them.

Enduring Understandings: What are the Big Ideas in this course?

- Design and layout of information are important elements of effective communication.**
- Different mediums of communication have their own sets of best practices and tools.**
- Understanding your audience and the purpose behind your communication are important elements of effective communication.**
- Reflection is an important component to developing communication skills.**



Projects and Tentative Timelines

September: Design Basics

- Students will learn the basics of design and typography
- Students will apply their understanding of the elements and principles of design to a graphic project

tools to create digital art such as Art Set, Sketchbook, Brushes, Drawing Box, Snap Seed, Pixlromatic, etc.)

November: Design Studio

- Students will apply design concepts to projects that include logos, billboards, caricatures, and magazine covers

December/January: Comic Book Design

- Students will create a comic book applying Ipad apps, photography, photo editing, typography, layout design & publishing tools. They will present their products to a real audience (elementary students at Crossfield Elementary School)

October: Exploring Graphic Tools on the Ipad

- Creating graphic design using new media (students will explore various digital

Assessment: How will you be marked?



▪ Projects/Assignments: 50%

Assignments will be assessed on Content of Assignments/Projects, Demonstration of understanding of Digital Technology Skills, Expression (Creativity and Critical thinking shown in work), and Problem Solving.

▪ Portfolio/Presentation: 25%

Students will participate in classroom critiques, present projects and assignments to an audience, and develop an electronic portfolio of their work in Mahara.

▪ Design Journal/Sketchbook: 15%

Students will keep a journal/sketchbook to plan and work through design problems.

▪ Employability Standards: 10%

Every month student's will self-score an Employability Standard and then the teacher will give a score. They will assess their Flexibility and Adaptability, Initiative and Self-direction, Social and Cross-cultural Skills, Productivity and Accountability, Leadership and Responsibility.

Learning in Design 8 is guided by the outcomes in the ISTE Nets for Students and the Alberta Education ICT Outcomes:

ISTE NETS for Students

■ Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues

■ Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

■ Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

■ Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

■ Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

■ Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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Here are some of the Alberta Education ICT Outcomes that we will be drawing from in this course (Division 3/Grades 7-9):

C.1 - Students will access, use and communicate information from a variety of technologies.

Specific Outcomes

- 3.1 plan and conduct a search, using a wide variety of electronic sources
- 3.2 refine searches to limit sources to a manageable number
- 3.3 access and operate multimedia applications and technologies from stand-alone and online sources
- 3.4 access and retrieve information through the electronic network
- 3.5 analyze and synthesize information to create a product
- 3.6 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose

C.2 - Students will seek alternative viewpoints, using information technologies.

Specific Outcomes

- 3.1 access diverse viewpoints on particular topics by using appropriate technologies
- 3.2 assemble and organize different viewpoints in order to assess their validity
- 3.3 use information technology to find facts that support or refute diverse viewpoints

C.3 - Students will critically assess information accessed through the use of a variety of technologies.

Specific Outcomes

- 3.1 evaluate the authority and reliability of electronic sources
- 3.2 evaluate the relevance of electronically accessed information to a particular topic

C.4 - Students will use organizational processes and tools to manage inquiry.

Specific Outcomes

- 3.1 create a plan for an inquiry that includes consideration of time management
- 3.2 develop a process to manage volumes of information that can be made available through electronic sources
- 3.3 demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of "and" or "or" between search topics and the choice of appropriate search engines for the topic

C.5 - Students will use technology to aid collaboration during inquiry.

Specific Outcomes

- 3.1 access, retrieve and share information from electronic sources, such as common files
- 3.2 use networks to brainstorm, plan and share ideas with group members

C.6 - Students will use technology to investigate and/or solve problems.

Specific Outcomes

- 3.1 articulate clearly a plan of action to use technology to solve a problem
- 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action
- 3.3 evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate
- 3.4 pose and test solutions to problems by using computer applications, such as computer-assisted design or simulation/modelling software
- 3.5 create a simulation or a model by using technology that permits the making of inferences

C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.

Specific Outcomes

- 3.1 identify patterns in organized information
- 3.2 make connections among related, organized data, and assemble various pieces into a unified message

F.1 - Students will demonstrate an understanding of the nature of technology.

Specific Outcomes

- 3.1 demonstrate an understanding that information can be transmitted through a variety of media
- 3.2 explain the concept of software and hardware compatibility
- 3.3 apply terminology appropriate to the technology being used at this division level
- 3.4 demonstrate an understanding that digital technology follows a logical order of operations

- 3.5 explain the difference between digital and analog data on communication systems
- 3.6 explain how the need for global communication affects technology around the world
- 3.7 demonstrate the ability to troubleshoot technical problems
- 3.8 demonstrate an understanding that technology is a process, technique or tool used to alter human activity

F.2 - Students will understand the role of technology as it applies to self, work and society.

Specific Outcomes

- 3.1 describe the impact of communication technologies on past, present and future workplaces, lifestyles and the environment
- 3.2 identify potential technology-related career paths
- 3.3 identify the cultural impact of global communication
- 3.4 evaluate the driving forces behind various technological inventions
- 3.5 make inferences regarding future trends in the development and impact of communication technologies
- 3.6 explain ways in which technology can assist in the monitoring of local and global environmental conditions
- 3.7 analyze and assess the impact on society of having limitless access to information
- 3.8 identify the manner in which telecommunications technology affects time and distance

F.3 - Students will demonstrate a moral and ethical approach to the use of technology.

Specific Outcomes

- 3.1 use time and resources on the network wisely
- 3.2 explain the issues involved in balancing the right to access information with the right to personal privacy
- 3.3 understand the need for copyright legislation
- 3.4 cite sources when using copyright and/or public domain material
- 3.5 download and transmit only materials that comply with the established network use policies and practices
- 3.6 model and assume personal responsibility for ethical behaviour and attitudes and acceptable use of information technologies and sources in local and global contexts

F.4 - Students will become discerning consumers of mass media and electronic information.

Specific Outcomes

- 3.1 identify aspects of style in a presentation
- 3.2 understand the nature of various media and how they are consciously used to influence an audience
- 3.3 identify specific techniques used by the media to elicit particular responses from an audience
- 3.4 recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication

F.5 - Students will practise the concepts of ergonomics and safety when using technology.

Specific Outcomes

- 3.1 identify risks to health and safety that result from improper use of technology
- 3.2 identify and apply safety procedures required for the technology being used

F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

Specific Outcomes

- 3.1 connect and use audio, video and digital equipment
- 3.2 perform routine data maintenance and management of personal files
- 3.3 demonstrate proficiency in uploading and downloading text, image, audio and video files
- 3.4 demonstrate the ability to control devices electronically
- 3.5 describe the steps involved in loading software
- 3.6 identify and apply safety procedures, including antivirus scans and virus checks, to maintain data integrity

P.1 - Students will compose, revise and edit text.

Specific Outcomes

- 3.1 design a document, using style sheets and with attention to page layout, that incorporates advanced word processing techniques, including headers, footers, margins, columns, table of contents, bibliography and index
- 3.2 use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document
- 3.3 revise text documents based on feedback from others
- 3.4 use appropriate communication technology to elicit feedback from others

P.2 - Students will organize and manipulate data.

Specific Outcomes

- 3.1 design, create and modify a database for a specific purpose
- 3.2 design, create and modify a spreadsheet for a specific purpose, using functions such as SUM, PRODUCT, QUOTIENT and AVERAGE
- 3.3 use a variety of technological graphing tools to draw graphs for data involving one or two variables
- 3.4 use a scientific calculator or a computer to solve problems involving rational numbers

P.3 - Students will communicate through multimedia.

Specific Outcomes

- 3.1 create multimedia presentations that take into account audiences of diverse size, age, gender, ethnicity and geographic location
- 3.2 create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources

P.4 - Students will integrate various applications.

Specific Outcomes

- 3.1 integrate information from a database into a text document

- 3.2 integrate database reports into a text document
- 3.3 emphasize information, using placement and colour

P.5 - Students will navigate and create hyperlinked resources.

Specific Outcomes

- 3.1 create a multiple-link web page
- 3.2 demonstrate proficient use of various information retrieval technologies

P.6 - Students will use communication technology to interact with others.

Specific Outcomes

- 3.1 communicate with a targeted audience, within a controlled environment, by using such communication technologies as email and web browsers
- 3.2 demonstrate proficiency in accessing local area network, wide area network and Internet services, including uploading and downloading text, image, audio and video files